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Skycrest Elementary School

10 N CORONA AVE, Clearwater, FL 33765

<http://www.skycrest-es.pinellas.k12.fl.us>

Demographics

Principal: Angelean Bing S

Start Date for this Principal: 6/12/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grade	2018-19: C
School Grades History	<p>2017-18: C</p> <p>2016-17: C</p> <p>2015-16: C</p> <p>2014-15: C</p> <p>2013-14: C</p>
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Educate and prepare students for college, career and life.

Provide the school's vision statement

Ensure each scholar has an equitable chance to succeed by growing his/her unique talents and gifts through an engaging curriculum and a safe collaborative learning environment partnering with staff, families, and community.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Defant, Eliza	Principal
Principal	
Pierzchalski, Lisa	Assistant Principal
Assistant Principal	
Ladd, Michelle	Other
Other	
Bates, Christine	Teacher, K-12
Teacher, K-12	
Hansford, Mary	Teacher, K-12
Teacher, K-12	
Stuart, Rebecca	Teacher, K-12
Teacher, K-12	
Colleary, Meri	Teacher, K-12
Teacher, K-12	
Hall, Kelly	Teacher, K-12
Teacher, K-12	
Keener, Peggy	Teacher, K-12
Teacher, K-12	
Sparks, Catherine	Teacher, K-12
Teacher, K-12	
Latorre Quiros, Gloria	Teacher, K-12
Teacher, K-12	
Murphy, Melva	Teacher, K-12
Teacher, K-12	
Penzien, Karen	Teacher, K-12
Teacher, K-12	
Loveland, Leigh	Teacher, K-12
Teacher, K-12	
Ruby, Bonnie	Teacher, PreK
Teacher, PreK	
Hackett, Amber	Attendance/Social Work
Attendance/Social Work	
Kingsley, Carolyn	Teacher, K-12
Teacher, K-12	
Hopkins-Flory, Jennifer	Guidance Counselor
Guidance Counselor	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	69	102	79	108	96	86	0	0	0	0	0	0	0	540
Attendance below 90 percent	1	14	13	13	11	12	0	0	0	0	0	0	0	64
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	15	25	26	0	0	0	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	1	2	6	9	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

30

Date this data was collected or last updated

Friday 7/19/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	20	19	17	20	19	16	0	0	0	0	0	0	0	111
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	40	27	30	0	0	0	0	0	0	0	97

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	0	0	6	8	2	0	0	0	0	0	0	0	17

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	54%	57%	41%	50%	56%
ELA Learning Gains	54%	59%	58%	53%	47%	55%
ELA Lowest 25th Percentile	45%	54%	53%	48%	40%	48%
Math Achievement	57%	61%	63%	52%	61%	62%
Math Learning Gains	63%	61%	62%	44%	56%	59%
Math Lowest 25th Percentile	48%	48%	51%	33%	42%	47%
Science Achievement	44%	53%	53%	48%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	69 (0)	102 (0)	79 (0)	108 (0)	96 (0)	86 (0)	540 (0)
Attendance below 90 percent	1 ()	14 ()	13 ()	13 ()	11 ()	12 ()	64 (0)
One or more suspensions	1 ()	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	15 (0)	25 (0)	26 (0)	66 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	56%	-16%	58%	-18%
	2018	37%	53%	-16%	57%	-20%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	52%	56%	-4%	58%	-6%
	2018	45%	51%	-6%	56%	-11%
Same Grade Comparison		7%				
Cohort Comparison		15%				
05	2019	45%	54%	-9%	56%	-11%
	2018	37%	50%	-13%	55%	-18%
Same Grade Comparison		8%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	62%	-11%	62%	-11%
	2018	58%	62%	-4%	62%	-4%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	59%	64%	-5%	64%	-5%
	2018	46%	62%	-16%	62%	-16%
Same Grade Comparison		13%				
Cohort Comparison		1%				
05	2019	60%	60%	0%	60%	0%
	2018	48%	61%	-13%	61%	-13%
Same Grade Comparison		12%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	46%	54%	-8%	53%	-7%
	2018	46%	57%	-11%	55%	-9%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	48	50	30	47	43	6				
ELL	42	58	50	60	68	46	43				
BLK	30	37	42	36	34		24				
HSP	44	57	48	61	69	43	48				
MUL	58			58							
WHT	59	58		55	67	83	50				
FRL	46	55	43	56	61	49	46				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	41	53	29	37	27	20				
ELL	31	52	47	51	48	35	27				
BLK	26	41		35	43	46					
HSP	41	57	48	56	45	26	50				
MUL	50			50							
WHT	50	47		49	42	33	45				
FRL	38	53	47	49	44	36	47				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The data component that showed the lowest performance was Science (44% proficient). The contributing factors to last year's low performance include students' ability to maintain reading stamina and endurance. In addition, Science data trends show low student application and understanding of Nature of Science type questions.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The data component that showed the greatest decline (3%) from the prior year was ELA Learning Gains of our L25 students. The contributing factors to this decline include a lack of consistent, specific, and planned interventions to meet the needs of these students. In addition, students are not provided with enough specific and actionable feedback on ways to improve their reading skills which includes setting goals and monitoring the goals consistently. Furthermore, students need increased opportunities for independent reading with grade level text.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The data component that had the greatest gap when compared to the state average was ELA proficiency. The contributed factors to this gap include minimal time planned for students to independently practice in reading and writing with conferring. In addition, students struggle with academic vocabulary knowledge. Also, the rigor of the K-5 ELA curriculum, on-going professional development, and coaching for instructional practices aligned with the written curriculum to improve teaching and learning could be improved. There is a need to strengthen teacher's understanding of the alignment of tasks to the depth of the Florida Language Arts Standards.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement compared to the 2018/19 school year was our overall Math Learning Gains (11% increase). New actions taken to improve in this area included providing students with Extended Learning opportunities before school utilizing ST Math and small group instruction to review standards. In addition, teachers in grades 3-5 created a review plan to ensure each student was

provided interventions and re-teaching of standards not yet mastered using formative assessment data results.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

According to the EWS data, potential areas of concern are the amount of Level 1 students (66) and Retained 3rd grade students (7).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. L25 learning gains in ELA and Math
2. ESE student proficiency
2. Black student proficiency
3. Science proficiency
5. ELA overall proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Our current level of performance is 46% overall ELA proficiency, as evidenced in FSA. We expect our performance to be 54% by May 2020. The problem/gap is occurring because students have minimal opportunities to engage in frequent independent practice in reading and writing with specific and timely actionable feedback. If conferring and providing actionable feedback would occur daily, the problem would be reduced by 8%.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 46% to 54%, as measured by FSA. In addition, the percent of all students making learning gains will increase from 54% to 60%, more specifically the percent of students in the lowest 25 percent will increase their learning gains from 45% to 54%, as measured by FSA.
Person responsible for monitoring outcome	Catherine Sparks (sparksc@pcsb.org)
Evidence-based Strategy	Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text, and apply foundational skills, with high-quality feedback and opportunities to use that feedback.
Rationale for Evidence-based Strategy	AdvancED staff survey results indicate only 26% of all teachers strongly agree that in our school they provide students with specific and timely feedback about their learning. In addition, learning gains of the lowest 25% decreased by 3% compared to last year's FSA data.
Action Step	
Description	<ol style="list-style-type: none"> 1. ELA/Literacy Coach will provide various supports for teachers in grades K-2 in guided reading and ELA instruction using the coaching model to ensure a deeper understanding of the Florida State Standards and alignment to tasks by May 2020. 2. While students are engaged in independent tasks, teachers observe, takes notes and confers with students in individual and/or in small groups to probe for understanding and provide targeted, actionable feedback on an on-going basis. 4. Teachers will include Culturally Relevant Teaching strategies in daily ELA plans and lessons. 5. Teachers will use the District ELA Modules as a guide to teaching students the ELA Florida State Standards daily. 6. Teachers will regularly assess (formally and informally) and utilize data to modify and adjust instruction on an on-going basis. 7. Teachers will use on-going data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance on an on-going basis. 8. Teachers will plan and utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of students. 9. Teachers and administrators will personally invite the lowest 35% to Extended Learning opportunities for ELA (e.g. RISE, Waterford, iReady) by

October 2019 and monitor progress and attendance monthly to those programs.

10. Teachers will conference with each student after each MAP cycle assessment to review results, create action steps/goals, and share specific and actionable ways to make improvements.

11. Administrators will conduct frequent walkthroughs and observations of the ELA block and provide targeted, actionable feedback.

12. Teachers will utilize the Can-Do Descriptors and Model Performance Indicators to provide on-grade level standards-based instruction aligned with EL students' level of language proficiency.

13. The Instructional Leadership Team will meet the first Saturday of each month (September 2019 to May 2020) to examine data, determine a focus for student achievement and results, problem solve, plan and develop professional development, debate about tough issues facing the school, and set goals.

**Person
Responsible**

Eliza Defant (defante@pcsb.org)

#2	
Title	Math
Rationale	Our current level of performance is 57% proficiency, as evidenced by FSA. We expect our performance level to be 62% by May 2020. The problem/gap is occurring because students are not tasked with frequent opportunities to rigorous, student-centered instruction and lack conceptual understand in addition, subtraction, and multiplication facts. If teachers planned for and delivered more rigorous, student-centered instruction with daily use of number routines, the problem would be reduced by 5%.
State the measureable outcome the school plans to achieve	The percent of all students achieving math proficiency will increase from 57% to 62%, as measured by FSA. In addition, the percent of all students making learning gains will increase from 63% to 68%, more specifically the percent of students in the lowest 25 percentile will increase their learning gains from 48% to 54%, as measured by FSA (May 2020).
Person responsible for monitoring outcome	Melva Murphy (murphyme@pcsb.org)
Evidence-based Strategy	Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom videos.
Rationale for Evidence-based Strategy	Teachers will be implementing a new Math curriculum (Ready Math) and computer program (Dreambox). In addition, the 2018 Winter MAP data for grades 3-5 show that Number and Operations and Measurement and Data yield the highest percentage of students at the low to low-average percentile ranks.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administrators, teachers, and other District supports will collaboratively plan Math Units prior to beginning each upcoming unit on an on-going basis. 2. Teachers will include Culturally Relevant Teaching strategies in daily Math plans and lessons. 3. Teachers and administrators will participate in professional development and learning of Ready Math and Dreambox by October 2019. 4. Teachers will regularly assess (formally and informally) and utilize data to modify and adjust instruction on an on-going basis. 5. While students are practicing, teacher observes, takes notes and confers with students in individual and/or in small groups to probe for understanding and provide targeted, actionable feedback on an on-going basis. 6. Teachers will use the District Ready Math curriculum as a guide to teaching students the Math Florida State Standards daily. 7. Teachers will use on-going data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance on an on-going basis. 8. Teachers and administrators will personally invite the lowest 35% to Extended Learning opportunities for Math (e.g. Dreambox Learning, iReady, STEM, Coding) by October 2019 and monitor progress and attendance monthly to those programs. 9. Teachers will conference with each student after each MAP cycle

assessment to review results, create action steps, and share specific strategies on ways they make improvements.

10. Administrators will monitor teacher practice and provide feedback to support teacher growth on an on-going basis.

11. The Instructional Leadership Team will meet the first Saturday of each month (August 2019 to May 2020) to examine data, determine a focus for student achievement and results, problem solve, plan and develop professional development, debate about tough issues facing the school, and set goals.

**Person
Responsible**

Eliza Defant (defante@pcsb.org)

#3	
Title	Science
Rationale	Our current performance is 44% proficiency, as evidenced by SSA. We expect our performance to level to be 54% by May 2020. The problem/gap is occurring because student retention of science content in Grades 3-4 and Nature of Science question types are low in performance. If content review and increase exposure to Nature of Science standards would occur, the problem would be reduced by 10%.

State the measureable outcome the school plans to achieve	The percent of 5th grade students achieving proficiency will increase from 44% to 54%, as measured by SSA.
Person responsible for monitoring outcome	Lisa Pierzchalski (pierzchalskil@pcsb.org)
Evidence-based Strategy	Utilize systematic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) along with targeted science vocabulary strategies and include appropriate grade level utilization of science labs in alignment to the 1st-5th grade standards. Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd - 4th grade Science Diagnostic Assessment.
Rationale for Evidence-based Strategy	Observation data demonstrates a need for teachers to ensure science instruction occurs daily in Grades KG-2nd grade with the emphasis on academic vocabulary development and retention of key concepts. This will allow students to retain more science content prior to Grades 3-5.

Action Step

Description	<ol style="list-style-type: none"> 1. 5th grade teachers and administrators will ensure all students take the Science Diagnostic assessment in August 2019 and again in January 2020. 2. Teachers will utilize an item analysis to identify (based on the science diagnostic data) the lowest 3-4th grade science standards for Life, Physical, Earth, and NOS to support planning and differentiated instruction for students. 3. 5th grade teachers will develop and implement an instructional review routine of ongoing support in 3-4th grade standards in October 2019 and February 2020. 4. Teachers will monitor and provide feedback to students to support learning inclusive of the 'Confirming the Learning' portion of the instructional model and student conferencing opportunities on an on-going basis. 5. Administrators will monitor teacher practice and provide feedback to support teacher growth on an on-going basis. 6. The Science Lab managers and Administrators will monitor the use of grade level science labs on an on-going basis. 7. The MTSS Coach will monitor the use of pre and post assessments of the science lab on an on-going basis. 8. Specialists and Cafeteria Staff will engage students in vocabulary review
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and/or content on an on-going basis.

9. The Music teacher, 5th grade teachers, and Administrators will collaboratively create a Chorus criteria and expectations so that families and students have an understanding of what is expected when the science instruction is missed due to Chorus by September 2019.

10. Teachers in grade 1 and 2 will utilize and plan with the new science textbook to help students with vocabulary and understanding of science concepts throughout the school year.

11. The cafeteria staff and P.E. teachers will support the academic vocabulary review of 3-5th grade science terms from October 2019-April 2020.

12. The morning news crew will help support review of science content using videos and PowerPoints from October 2019 to April 2020.

**Person
Responsible**

Lisa Pierzchalski (pierzchalskil@pcsb.org)

#4	
Title	Bridging the Gap
Rationale	Our current level of performance is 30% of Black students are proficient in ELA and 36% in Math, as evidenced in FSA. We expect our performance to be 57% in ELA and 62% in Math. The problem/gap is occurring because Black students, primarily in grades K-2, are arriving with learning gaps that are not being met with interventions and/or differentiated instruction. In addition, Black students have a higher risk ratio compared to non-black students of receiving behavioral referrals and incident reports resulting in a loss of time engaged in instruction.
State the measureable outcome the school plans to achieve	The percent of Black students achieving proficiency will increase from 30% to 57% in ELA and 36% to 62% in Math, as evidenced by FSA.
Person responsible for monitoring outcome	Eliza Defant (defante@pcsb.org)
Evidence-based Strategy	Teachers will build relationships with Black students and provide equitable learning experiences through differentiated instruction. Teachers will also build stronger parent relationships and provide home support.
Rationale for Evidence-based Strategy	Research shows that building trusting relationships with students help support learning and show success in student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Staff will participate in various professional development training throughout the year on Equity. 2. Teachers and Administrators will personally invite Black students to participate in extended learning opportunities before and/or after school by October 2019. 3. Staff will use culturally relevant strategies in both instruction and behavior on an on-going basis. 4. Teachers will use current data and plan for specific learning standards for small groups with Black students. 5. Teachers will build trusting relationship with Black students and their family through continuous communication on an on-going basis. 6. Administrators will conduct frequent walkthroughs to observe CRT strategies being implemented during lessons with actionable feedback. 7. SBLT members will utilize the Equity-Centered Problem Solving Worksheet to maintain an equity lens on an on-going basis.
Person Responsible	Eliza Defant (defante@pcsb.org)

#5	
Title	Conditions for Learning
Rationale	Our current level of performance in school-wide behavior is Black students have an 8.00 risk ratio of receiving one or more behavior referrals. We expect our performance level to decrease to a risk ratio of 3.50 by May 2020. The problem/gap is occurring because there is a high number of Black students who display behaviors of physical aggression. If additional and continuous professional development in Equity Mindset, Culturally Relevant Teaching, and Restorative Practices would occur, the problem would be reduced. Teachers and staff will develop strategies and supports for the academic, social-emotional, and behavioral needs of each and every student which will be known and met, as evidenced by a decreased number of referrals and behavioral incident reports.

State the measureable outcome the school plans to achieve	The risk ratio of Black students receiving referrals will decrease from 8.00 to 3.50, as measured by the end of the year ODR data (May 2020) from the School Profile Dashboard.
Person responsible for monitoring outcome	Gloria Latorre Quiros (latorrequiros@pcsb.org)
Evidence-based Strategy	Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy	Black students have an 8.00 risk ratio of receiving one or more behavioral referrals according to the School Profile Dashboard. In addition, Black students represent 60% of all Behavioral Incident Reports for minor behavioral infractions according to our monthly PBIS reports (internal data), however, Black students only make up 15% of our total student population.

Action Step	
Description	<ol style="list-style-type: none"> 1. Attend District-led team training with Administrators, MTSS Coach, Equity Champion, Classroom Teacher, Guidance Counselor, and Restorative Practice Trainer in June 2019 for Developing the Right Conditions for Student Achievement and Success. 2. The Principal will ensure at least 25% of teachers are trained in CRT by May 2020. 3. All teachers will attend CRT training by May 2020. 4. The Principal and Assistant Principal will monitor the use of CRT strategies and student engagement through observations and walkthroughs with actionable feedback. 5. District and site-based Equity Champions will provide a minimum of 3 equity modules and 2 book studies to teachers by May 2020. 6. Teachers will use and share with Administrators the AVID CRT Classroom Audit and self-reflections to support school, classroom practices, and student outcomes in August 2019, January 2020, and May 2020. 7. Teachers will continue to implement Restorative Practices and Circles (class meetings) daily. 8. The Guidance Counselor, Social Worker, and Administrators will lead

school staff in articulating Tier 1 expectations and Sanford Harmony implementation during lunch times on an on-going basis.

9. Teachers will submit a Classroom Management Plan to be reviewed by Administrators by August 2019.

10. Teachers will display, (re)teach and implement school-wide and classroom Tier 1 practices and strategies on an on-going basis.

11. The Climate and Cultural Committee Team will update the school-wide behavior plan on a bi-monthly basis celebrating successes and updating strategies in need of improvement.

12. All staff will attend the Mental Health First Aid and Trauma Informed Care training to better understand student behavior and incorporate strategies within the classroom setting to help deter aggressive behavior.

13. Teachers will implement a new Behavioral Incident Form aligned to Restorative Practice strategies, conversations, and school-wide processes, procedures, and expectations on an on-going basis.

**Person
Responsible**

Eliza Defant (defante@pcsb.org)

#6	
Title	Attendance
Rationale	Our current attendance rate is at 92% for all students. We expect our performance to be 96%. The problem/gap in attendance is occurring because families experience: homelessness, poverty, planned trips, unplanned emergencies, family crisis/trauma, illness, and/or health concerns. If parental education and support in the area of attendance would occur, the problem would decrease by 4%.
State the measureable outcome the school plans to achieve	The percent of all students attending school 90% of the time will increase from 92% to 96% by May 2020, as measured by School's Profile Attendance data. The percent of students with high absences will decrease from 11% to 8% by May 2020, as measured by the School's Profile Attendance data.
Person responsible for monitoring outcome	Lisa Pierzchalski (pierzchalskil@pcsb.org)
Evidence-based Strategy	The Sanford-Harmony Program will be implemented into classrooms during lunch periods by the School Counselor and Social Worker. Plan and deliver parent educational nights and/or events with an emphasis on ways to support their child at home.
Rationale for Evidence-based Strategy	Research has shown the Sanford Harmony Program incorporates the five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
Action Step	
Description	<ol style="list-style-type: none"> 1. The CST will meet bi-monthly to review attendance rates and the process of recording attendance in Focus. 2. The CST will develop and implement attendance incentive programs and competitions for students by September 2019. 3. Teachers will engage students and families in attendance related activities by providing information being sent home, as well as evening events along with PTA & SAC meetings on an on-going basis. 4. Teachers will implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-monthly basis. 5. Administrators, Social Worker, and School Counselor will ensure staff is trained and well versed on how to code attendance properly in Focus. 6. Teachers will utilize the attendance book resources provided by Kari Moore for family supports, as needed. 7. Administrators and teachers will build relationships with families who have attendance issues and meet face- to-face to help remove any barriers affecting low attendance, as needed.
Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

#7

Title	Family and Community Engagement
Rationale	There is minimal parental involvement including low attendance in PTA, SAC, and volunteering for school events. The problem/gap is occurring because of language barriers and work schedules with more than 60% of families.
State the measureable outcome the school plans to achieve	We will increase parent participation in PTA and SAC to an average of 10 family members by May 2020, as measured by sign-in sheets.
Person responsible for monitoring outcome	Michelle Ladd (laddm@pcsb.org)
Evidence-based Strategy	Strengthen school processes for engaging all students and families through meaningful communication, more specifically for our Hispanic and Black population.
Rationale for Evidence-based Strategy	Research has shown, that building trusting relationships with parents and families will increase involvement in school activities and result in higher student achievement. Communicating effectively with parents will increase their understanding on the importance of being involved in the school community and learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administrators will provide parents/families with a detailed calendar of events of the school year - send home flyers for PTA/SAC and events (e.g. Family Literacy Night, STEM Night, Student-led conferences) to promote engagement, incentives, and volunteer opportunities on an on-going basis. 2. Administrators, Guidance Counselor, and Social Worker will provide evening events for parent workshops on ways to be involved in the school community and help support their child at home behaviorally and academically a minimum of two times per year. 3. Teachers will purposefully involve families with opportunities for them to advocate for their child on an on-going basis. 4. All staff will build positive relationships with families by conducting home visits, meeting face to face, and/or making phone calls home - keeping them updated through Connect Ed calls, website, newsletters and personal notes on an on-going basis. 5. ESOL and Bi-lingual teachers will provide translations during the school day and evening events which are correlated to academic learning for non-speaking parents throughout the year. 6. Teachers will reflect on their classroom family engagement efforts by completing the Classroom Family Engagement Rubric by September 2019 and again in January 2020.
Person Responsible	Michelle Ladd (laddm@pcsb.org)

#8	
Title	Healthy Schools
Rationale	Our current level of performance is GOLD, as evidence in Alliance for a Healthier Generations Healthy Schools Program. We expect our performance level to be GOLD by May 2020. If our Healthy School Team continues to monitor the implementation of administrative guidelines for wellness, our school will maintain GOLD status and continue to be eligible for recognition.
State the measurable outcome the school plans to achieve	Our school will be eligible in 6 out of 6 modules for GOLD recognition by May 2020, as evidence by the Alliance for a Healthier Generations Healthy Schools Program Framework.
Person responsible for monitoring outcome	Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)
Evidence-based Strategy	Implement healthy activities/options for students and staff throughout the school year.
Rationale for Evidence-based Strategy	According to the article Health and Academic Achievement from the CDC, "schools, health agencies, parents, and communities share a common goal of supporting the link between healthy eating, physical activity, and improved academic achievement of children and adolescents."
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue Healthy School Team meetings monthly to update a calendar/ action plan. Then, share outcomes and results with staff, as needed. 2. The Healthy School Team and ESOL team will share goals/outcomes with families so they are motivated to participate and advocate a healthier lifestyle to students by May 2020. 3. Involve PTA in supporting healthy activities for students by May 2020. 4. Cafeteria staff will encourage students to have healthy eating habits on an on-going basis. 5. Physical Education teachers will utilize the District curriculum for health and physical activity by May 2020.
Person Responsible	Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)

#9	
Title	Students with Disabilities (ESE)
Rationale	Our current level of performance for ESE students is 19% proficiency in ELA, 30% proficiency in Math, and 6% proficiency in Science (5th grade) as evidenced by FSA and SSA. We expect the performance to be 54% proficient ELA, 62% proficiency in Math, and 54% proficiency in Science. The problem/gap is occurring because there is a lack of specifically designed instruction for ESE students. In addition, minimal time is planned for ESE and classroom teachers to collaborate.
State the measureable outcome the school plans to achieve	The percent of ESE students achieving proficiency in ELA will increase from 19% to 54%, 30% to 62% in Math, and 6% to 54% in Science (5th grade), as evidenced FSA and SSA.
Person responsible for monitoring outcome	Eliza Defant (defante@pcsb.org)
Evidence-based Strategy	Students requiring ESE services work toward mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
Rationale for Evidence-based Strategy	Research strategies according to Vahughn, Bos and Schumm, 2007;Marzano, et. al., 2001: Tomlinson and McTighe, 2006, suggest varies ways to increase learning for ESE students by: using a combination of direct instruction and cognitive strategy instruction, teach in small interactive groups, extend practice and application of skills/concepts, use "think aloud" techniques, and present learning in multiple ways.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administrators and ESE teachers will implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs by May 2019. 2. Administrators will ensure time is provide for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services using a log on an on-going basis. 3. ESE and classroom teachers will ensure ESE students have access to rigorous texts, materials, content and activities through supplementary aids including annotated texts and assistive technology on an on-going basis. 4. ESE and classroom teachers will use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work on an on-going basis. 5. ESE and classroom teachers will provide regular opportunities for students to understand their disability, discuss their strengths, areas of growth, needs and progress towards short and long-term goals monthly (Leadership Binder). 6. ESE teachers will teach rules and expectations and then provide opportunities for students to show understanding by monitoring their own behavior and/or responding to positive behavior supports and interventions on an on-going basis.

7. ESE teachers will assess MAP during regular scheduled student minutes throughout the testing window to ensure minutes are not lost in September 2019, December 2019, and April 2020.
8. ESE teachers will collaboratively create a schedule with Administrators by August 14, 2019 for approval.
9. Administrators will provide on-going observations with feedback to ensure student growth and achievement on an on-going basis.
10. ESE teachers will participate in collaborative planning and PLC's with a grade level in which they need to grow their practice and/or understanding of the Florida State Standards on an on-going basis.
11. Administrators and MTSS Coach will conduct data chats with ESE teachers quarterly.
12. Administrators will provide a mentor/coach to support planning and teaching practices on an on-going basis.
13. ESE teachers will ensure IEP documents are updated and completed (calendar shared online with Administrators) on a timely basis for meetings and/or parent conferences throughout the year.
14. While students are practicing, ESE teachers observe, take notes and confer with students in individual and/or small groups to probe for understanding and provide targeted, actionable feedback on an on-going basis.
15. ESE teachers will include Culturally Relevant Teaching strategies in daily plans and lessons.
16. ESE teachers will regularly assess (formally and informally) and utilize data to modify and adjust instruction on an on-going basis.
17. Administrators, ESE and classroom teachers will build relationships with ESE students and families on an on-going basis.
18. ESE and classroom teachers will continue to grow their pedagogy and expertise in curriculum, the Florida State Standards, and best practices for ESE students on an on-going basis.

Person Responsible Eliza Defant (defante@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

We will address broader areas for improvement that are not addressed in the Areas of Focus. Examples include areas such as school safety, ELL, and Gifted.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

n/a

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

n/a

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

n/a

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

n/a

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

Part V: Budget

1	III.A	Areas of Focus: ELA				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	4121 - Skycrest Elementary School	School Improvement Funds		\$1,200.00
<i>Notes: Culturally Relevant Texts</i>						
2	III.A	Areas of Focus: Math				\$0.00
3	III.A	Areas of Focus: Science				\$0.00
4	III.A	Areas of Focus: Bridging the Gap				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	6150	120-Classroom Teachers	4121 - Skycrest Elementary School	School Improvement Funds	15.0	\$600.00
			<i>Notes: Community outreach initiatives- Neighborhood Walks (2 times per school year)</i>			
5	III.A	Areas of Focus: Conditions for Learning				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	239-Other	4121 - Skycrest Elementary School	School Improvement Funds		\$350.00
			<i>Notes: Books for Equity Book Studies and student incentives for PBIS</i>			
6	III.A	Areas of Focus: Attendance				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6110	239-Other	4121 - Skycrest Elementary School			\$200.00
			<i>Notes: Attendance incentives for students.</i>			
7	III.A	Areas of Focus: Family and Community Engagement				\$0.00
8	III.A	Areas of Focus: Healthy Schools				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6130	239-Other	4121 - Skycrest Elementary School			\$100.00
			<i>Notes: Recess equipment</i>			
9	III.A	Areas of Focus: Students with Disabilities (ESE)				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5200	510-Supplies	4121 - Skycrest Elementary School	School Improvement Funds		\$350.00
			<i>Notes: ESE student binders</i>			
					Total:	\$2,800.00